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Alabama College

BULLETIN



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Extension Division
Inter-High School Meet
HOME ECONOMICS

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The State Home Economics Meet

FOR

High School Girls of Alabama

The State Department of Education is cooperating with Alabama College in the State Home Economics Meet for high school girls that is to be held at the time of the Inter-High School Meet at Montevallo on April 6, 7, and 8, 1933. Only regularly enrolled high school students taking home economics are eligible to enter the Meet.

Several of the entries have been rearranged and new ones added. The entries include: 1. Home Economics Year Book. 2. High School Girl's Wardrobe. 3. Personal Account Book. 4. Personal Account Book and Budget. 5. Home Project Report. 6. Child's Play Dress and Bloomers. 7. Boy's Wash Suit. 8. Garment Repair. 9. Home Care of the Sick. 10. Meal Service. 11. Child Care and Training. 12. Travel Costume. 13. School Costume. 14. Afternoon Costume.



Desired information, not found in this bulletin, may be secured by writing to

M. L. ORR

General Chairman, Inter-High School Meet
Montevallo, Alabama

or

MARGARET M. EDWARDS
Director, School of Home Economics
Montevallo, Alabama

PLANS FOR THE STATE HOME ECONOMICS MEET FOR HIGH SCHOOL GIRLS

The following plans have been worked out for the Home Economics Meet of Alabama to be held at Montevallo, April 6, 7, and 8, 1933.

In the reorganization of the Home Economics Meet larger and more inclusive entries have been outlined. Greater stress will be placed on the work of the school rather than on the work of individual pupils.

Management and art principles will be emphasized in all entries.

Schools are urged to submit exhibit entries even if it seems impossible to send representatives to the State Meet. Participation will stimulate interest in the daily work. The Local Meet will be of great value to the girls and the community. Financing the trip to the State Meet can be handled if planned early, and the benefit derived is well worth the expense.

PROGRAM OF EVENTS

If a student wishes to participate in more than one entry the following schedule should be carefully checked before making final plans in order to avoid conflicts.

Thursday, April 6

- 8:30- 9:30 A. M. Registration of all home economics contestants in Bloch Hall; arrange for the exhibition of Entries 1, 2, 3, 4, 5, 6, 7, and 8.
- 9:30-11:00 A. M. Entry No. 12—Judging of Travel Costume. Each school must enter this Entry.
- 9:30-10:00 A. M. Group A. Travel Costume.
- 10:00-10:30 A. M. Group B. Travel Costume.
- 10:30-11:00 A. M. Group C. Travel Costume.
- 11:00-11:50 A. M. Entry No. 11. Child Care and Training (Groups A, B, C).
- 1:30- 2:30 P. M. General announcements—Palmer Hall.
- 2:40- 5:00 P. M. Entry No. 10. Meal Service (Group A).
- 2:30- 3:30 P. M. Entry No. 13. Modeling of School Costume (Group B).
- 2:30- 3:30 P. M. Entry No. 9. Home Care of the Sick (Group C).
- 3:30- 4:30 P. M. Entry No. 9. Home Care of the Sick (Group B).
- 3:30- 4:30 P. M. Entry No. 13. Modeling of School Costume (Group C).
- 5:00 P. M. Home Economics picnic honoring visiting teachers, chaperones, and contestants.

Friday, April 7

- 7:45-10:15 A. M. Entry No. 10. Meal Service (Group C).
 8:00- 9:00 A. M. Entry No. 13. Modeling of School Costume (Group A).
 9:00-10:00 A. M. Entry No. 9. Home Care of the Sick (Group A).
 9:00-10:00 A. M. Entry No. 14. Modeling of Afternoon Costume (Group B).
 10:00-12:30 P. M. Entry No. 10. Meal Service (Group B).
 10:00-11:00 A. M. Entry No. 14. Modeling of Afternoon Costume (Group A).
 11:00-12:00 A. M. Entry No. 14. Modeling of Afternoon Costume (Group C).
 1:30- 6:00 P. M. Exhibit of Entries 1, 2, 3, 4, 5, 6, 7, 8. Exhibit of correct selection of Entry No. 11.
 4:00- 6:00 P. M. Joint discussion of Meet findings and problems—judges, high school teachers, chaperones, and Alabama College home economics faculty.
 7:30-10:00 P. M. Announcement of Meet results—Palmer Hall.

Saturday, April 8

- 8:00-10:00 A. M. All schools entering any exhibits should call for them at this time.

DESCRIPTION OF EXHIBIT ENTRIES**SCHOOL ENTRIES****Entry No. 1—Home Economics Year Book**

(Judged by Score Card on page 9.)

A portfolio showing the various means used for acquainting the school and community with the work of the home economics department. This should include a brief outline and description of activities, news items (give dates and publications), photographs, and other materials presenting the year's publicity program of the department. The material should be mounted on uniform size and type of paper about 8½"x11" and bound together. Material larger than this, such as posters or exhibits, should be reduced by drawings to scale or by photographs of them.

Entry No. 2—High School Girl's Wardrobe.

(Judged by Score Card on page 9.)

This wardrobe will include two complete costumes suitable for a high school girl and will be exhibited as a unit. This is a school entry stressing the ability to select attractive and suitable garments and combine them in a ward-

robe, emphasizing wise choosing and spending. Only one wardrobe may be entered by a school. Each wardrobe must include all the articles mentioned below, including:

- A. A School Costume.
- B. An afternoon costume, suitable for informal afternoon affairs.

The costume should be suitable for the community in which the pupils live. Each costume must be complete, including appropriate accessories, undergarments, shoes, hose, one hat, and one sleeping garment. The hat must be suitable for both costumes. Other articles may be the same or different for each costume, as desired. The articles need not belong to one girl and do not need to be the same size. An itemized list of the retail cost or prices paid for the articles in the wardrobe must be included with the entry. In judging this entry consideration will be given to the total cost of the wardrobe in relation to its attractiveness, suitability and practicability. Any inexpensive wardrobe that fulfills these requirements will be given preference over a more expensive one.

Garments may be old or new. They may be home-made or ready-made, except the following which must be made by an individual pupil as a part of the regular school work:

- A. One slip must be made in H. E. I.
- B. The sleeping garment must be made in H. E. I or II in class or as home practice or home project work.
- C. The school dress must be made in H. E. I or II as a class problem or as home practice or home project work. It must **not** be entered in Entry No. 13. The dress must have set-in sleeves, and be made of colored cotton or linen which has been worn and laundered at least twice. A piece of the unwashed material 4"x6" must be attached to the dress. The total cost of the dress should not exceed \$2.00. A very attractive dress can be made for much less.
- D. The afternoon dress must be made if the school has three years of home economics. In schools offering only one or two years of work the afternoon dress need not be made as part of the school work. It must not be entered in Entry No. 14. The dress should be of cotton, rayon or other synthetic fiber. It must be suitable for any type of informal afternoon wear. Elaborate, long, sleeveless dresses with exaggerated low necks are inappropriate for such occasions.

INDIVIDUAL ENTRIES

Entry No. 3—Personal Account Book. (Open to Home Economics I)

(Judged by Score Card on page 9.)

A personal account book kept six consecutive months showing both income and expenditures. Records must be either all in ink or all in pencil.

Entry No. 4—Personal Account Book and Budget. (Open to Home Economics II and III)

(Judged by Score Card on page 10.)

Same as Entry No. 3, accompanied by a budget for the following year. Entries must be either all in ink or all in pencil. The budget is to be based on a summary of expenses of the past year.

Entry No. 5—Home Project Report. (Open to Home Economics I, II, or III)

(Judged by Score Card on page 10.)

An account of the home project work for the year. This should include the situation, name of the project, unit to which it is related, objectives, plan for entire year, work done to date, and results, accompanied by the formal plans and report. It may be illustrated by pictures, drawings, etc. Reasons for doing various things in the project should be included in the written account of the project.

Entry No. 6—Child's Play Dress and Bloomers. (Class work in Home Economics I or II)

(Judged by Score Card on page 10.)

Entry No. 7—Boy's Wash Suit. (Class work in Home Economics I or II)

(Judged by Score Card on page 10.)

Entry No. 8—Garment Repair. (Class work in Home Economics I)

(Judged by Score Card on page 10.)

1 pair of darned hose.

1 patched cotton garment.

1 darned woolen garment.

DESCRIPTION OF "IN PERSON" ENTRIES

TEAM ENTRIES

Entry No. 9—Home Care of the Sick. (Open to Home Economics I or II)

(Judged by Score Card on page 10.)

A team of two girls may enter from each school. They will be expected to do some of the things needed in caring

for a patient in the home and in giving first aid treatment.

Entry No. 10—Meal Service. (Open to Home Economics II or III)

(Judged by Score Card on page 11.)

This Entry will be judged for proficiency in planning, preparing, and serving a meal. A team of two girls may enter from each school. Each team will be given breakfast and dinner menus and a list of supplies on hand from which to plan a luncheon or supper menu that will complete the day's requirement of food. The team will be expected to plan, prepare, and serve in an informal manner the luncheon or supper, and clean the dishes and kitchen within a period of two and one half hours. Fifteen minutes of this time will be used for general instructions regarding the Entry and the laboratory.

Linen, silver, dishes, glassware, flower holders, and flowers will be supplied. From these the girls will be expected to choose articles suitable for this meal.

Schools are requested to bring their own recipe books, holders, and hand towels for use in this entry. Dish towels will be furnished by the college.

INDIVIDUAL ENTRIES

Entry No. 11—Child Care and Training. (Open to Home Economics III)

(Judged by Score Card on page 11.)

This entry will include the selection of desirable environmental factors such as proper food, clothing, play equipment, furnishing and so forth, for young children. This selection will be made from actual objects, both good and poor, on display.

Entry No. 12—Travel Costume

(Judged by Score Card on page 13.)

Each school sending representatives to the Home Economics Meet is required to enter one girl in this entry. The travel costume includes a suit or dress, hat, shoes, and hose, accessories, and if needed, a wrap. It is the type of costume which every girl should have. It need not be new. Judging will be on the basis of appropriate selection, simplicity of style, colors, and materials that show neither soil nor wrinkle. Conservative styled shoes with moderate heels, and tailored accessories are suitable for traveling.

Entry No. 13—School Costume. (Open to Home Economics I and II)

(Judged by Score Card on page 13.)

The school costume must be modeled by the girl who made the dress. It must follow the requirements for the

school costume as listed under Entry No. 2, but must be a different dress.

Entry No. 14—Afternoon Costume. (Open to Home Economics II and III)

(Judged by Score Card on page 13.)

The afternoon dress must be modeled by the girl who made it as part of the regular class work, or as home project or home practice work. Other requirements are the same as those listed under Entry No. 2. A hat should be included.

RULES OF THE CONTEST

There will be three groups of schools, A, B, and C. Schools will be assigned to groups on the basis of total enrollment of boys and girls in the school grades 9-12. Schools having 201 or more students will be in Group A; those having 101 to 200 will be in Group B, and those having 100 or less will be in Group C.

Read these rules carefully:

1. Clothing classes must enter as a unit. This means that every girl has done the problem. The local judging must be held after the necessary work, as described under the entry, has been completed by each student. Only the best, as selected in the local judging, should be sent to the State Meet.

2. Each school sending representatives to the State Home Economics Meet is required to enter **one** representative in Entry No. 12.

3. No one girl can participate in more than three entries.

4. Only one girl from a school may participate in an entry, except Entries Numbers 1, 2, 9, and 10, each of which requires the work of a school or a team of two girls.

5. All work submitted for the contest is limited to work done since April, 1932.

6. A school must send **only** such articles as are listed in the entries.

7. Any girl entering the State Meet must be in good standing in school and must have scored among the upper fourth in the school "try out".

8. A school, whether it sends representatives or not, may enter in Entries 1, 2, 3, 4, 5, 6, 7, 8.

9. Exhibit entries should be plainly marked with the Entry number, pupil's name, if an individual entry, and school number.

10. Directions for marking clothing exhibits: Entries 2, 6, 7, 8, 9.

(1) A school sending or bringing an exhibit must place on top in the box containing the exhibit an inven-

tory of all articles therein, with the name of the school, the name of each girl, the number of each entry, and the total money cost (excluding labor value) of each total entry. This must **not** be pasted to the box.

- (2) The entry number, the student's name, and the number of the school must be typed or printed in ink on white cotton cloth and sewed on the wrong side at the bottom of each garment in the back.

Garments not labeled according to directions will be eliminated.

11. Exhibits must be received not later than Tuesday night, April 4, 1933, if mailed, and not later than Thursday morning, 9 o'clock sharp, April 6, if brought in person.

12. All representatives attending the Meet **must be registered in person by 9:30 A. M., Thursday, April 6.** Teachers or chaperones should register all representatives and entries from their school at this time.

SCORE CARDS

HOME ECONOMICS YEAR BOOK

| | | |
|----|--|----|
| 1. | General appearance | 20 |
| 2. | Material included | 80 |
| | a. Effectiveness for desired results | 15 |
| | b. Originality | 15 |
| | c. Scope and variety | 15 |
| | d. Quantity | 15 |
| | e. Organization | 20 |

HIGH SCHOOL GIRL'S WARDROBE

| | | |
|----|--|----|
| 1. | General appearance | 15 |
| 2. | Harmony of entire costume | 30 |
| | a. Design of individual articles | 10 |
| | b. Color combinations | 10 |
| | c. The ensemble | 10 |
| 3. | Suitability of each costume to use | 20 |
| 4. | Technique on garments made | 15 |
| 5. | Cost of article in relation to: | 20 |
| | a. Attractiveness | 6 |
| | b. Suitability | 6 |
| | c. Durability | 8 |

PERSONAL ACCOUNT BOOK

| | | |
|----|--|----|
| 1. | Neatness | 20 |
| | a. Words and figures written legibly | |
| | b. Neat erasures | |
| | c. Clean and free from ink blots | |
| 2. | Completeness | 50 |
| | a. All items entered for entire time | |

| | | |
|----|---|----|
| 3. | Accuracy | 30 |
| a. | Balance and expenditures equal the income | |

PERSONAL ACCOUNT BOOK AND BUDGET

| | | |
|----|---|----|
| 1. | Neatness | 20 |
| a. | Words and figures written legibly | |
| b. | Clean and free from ink blots | |
| c. | Neat erasures | |
| 2. | Completeness | 50 |
| a. | Accounts—all items entered for entire time | |
| b. | Budgets—Good apportionment of money to be spent; based on expenditures of past year | |
| 3. | Accuracy | 30 |
| a. | Accounts should be balanced | |
| b. | Budgets—Some itemization to show details of purchases to be made and amounts to be spent for various items; approximate cost and number of new clothing to be purchased. | |

HOME PROJECT WORK

| | | |
|----|---|----|
| 1. | Objectives | 20 |
| a. | Clear and definite, attainable, worthwhile | |
| 2. | Plan | 30 |
| a. | Situation—Description of existing conditions; clear and concise plan. | |
| b. | Feasible—Can it be done? Complete plan including reasons, when reasons would not be evident to a stranger reading the plan. | |
| 3. | Report | 40 |
| a. | Adaptability of plan to any situation that might arise. | |
| b. | Gains—What has been acquired in new knowledge; skill in manipulation; ability to manage? Was the object accomplished? If home improvement, how has your home been made more convenient and attractive? | |
| 4. | General organization of the story | 10 |

CLOTHING EXHIBITS, ENTRIES 6, 7, 8

| | | |
|----|--------------------------|----|
| 1. | General appearance | 20 |
| 2. | Color | 15 |
| 3. | Design | 20 |
| 4. | Material | 15 |
| 5. | Technique | 30 |

HOME CARE OF THE SICK

| | | |
|----|------------------------------------|----|
| 1. | Ability to meet an emergency | 25 |
| a. | Organization of work | 15 |
| b. | Ease in handling | 10 |

| | | |
|----|--|----|
| 2. | Selection | 25 |
| a. | Treatment | 15 |
| b. | Materials and equipment | 10 |
| 3. | Techniques | 25 |
| a. | Accuracy | 5 |
| b. | Utilization of time | 5 |
| c. | Neatness | 5 |
| d. | Ability to carry out directions | 5 |
| e. | Quality of result | 5 |
| 4. | Personal qualifications | 25 |
| a. | Attitude toward patient | 5 |
| b. | Ability to establish confidence | 5 |
| c. | Ability to control the situation | 5 |
| d. | General appearances | 10 |
| | (Neatness, cleanliness, appropriate dress) | |

MEAL SERVICE

| | | |
|----|---|----|
| 1. | Selection of food | 30 |
| a. | Nutritive value | 10 |
| b. | Economy in selection | 10 |
| c. | Combination of flavor, variety, and suitability | 10 |
| 2. | Preparation of food | 40 |
| a. | Organization of time and work | 10 |
| b. | Economy and use of equipment | 10 |
| c. | Wise use of fuel | 10 |
| d. | Success of preparation | 10 |
| 3. | Service | 30 |
| a. | Appearance of table | 10 |
| b. | Table service | 10 |
| c. | Table manners | 10 |

Laboratory Standards

| | | |
|----|--|----|
| 1. | Personal neatness | 50 |
| a. | Costume—suitability, clean, pressed | 30 |
| b. | Hair—arranged neatly under head band or hair net | 10 |
| c. | Hand towel | 5 |
| d. | Holder | 5 |
| 2. | Laboratory neatness | 50 |
| a. | Desk—clean and in order | 10 |
| b. | Stove—clean and in proper condition | 10 |
| c. | Sink and drain board clean | 10 |
| d. | Tea towels clean and neatly hung | 10 |
| e. | Floor clean | 5 |
| f. | Table and chairs in order | 5 |

CHILD CARE AND TRAINING

Books

| | | |
|----|---------------------|----|
| 1. | Illustrations | 40 |
|----|---------------------|----|

| | | |
|----|--------------------------|----|
| 2. | Story | 40 |
| | a. Suited to age | 8 |
| | b. Interests | 8 |
| | c. Experiences | 8 |
| | d. Simple language | 8 |
| | e. Suitable length | 8 |
| 3. | Form | 20 |
| | a. Binding | 5 |
| | b. Paper | 5 |
| | c. Printing | 5 |
| | d. Size, etc. | 5 |

Clothing

| | | |
|----|--|----|
| 1. | Health | 30 |
| | a. Permitting freedom of movement | 10 |
| | b. Suitable weight for season and activity | 10 |
| | c. Ease of cleaning | 10 |
| 2. | Self help | 30 |
| | a. Position of openings | 15 |
| | b. Type of fastening used | 15 |
| 3. | Attractive appearance | 30 |
| | a. Color | 8 |
| | b. Line | 8 |
| | c. Texture of material | 4 |
| | d. Finishes used | 5 |
| | e. Suitability to child's type | 5 |
| 4. | Cost | 10 |
| | a. Durability of material and color, good construction | |

Food

| | | |
|----|---|----|
| 1. | Nutritional adequacy | 45 |
| 2. | Attractiveness of food | 30 |
| | a. Color | 10 |
| | b. Texture | 10 |
| | c. Flavor | 10 |
| 3. | Attractive service—china, cover, silver | 15 |
| 4. | Cost in relation to family budget | 10 |

Furnishings

| | | |
|----|---|----|
| 1. | General | 50 |
| | a. Study | 10 |
| | b. Durable | 10 |
| | c. Simple | 10 |
| | d. Easily cleaned | 10 |
| | e. Attractive—color and line | 10 |
| 2. | Encourage self help—size and weight | 50 |

Play Materials

| | | |
|----|----------------------------------|----|
| 1. | Capable of variety of uses | 50 |
| 2. | Suited to age of child | 30 |

| | | |
|----|------------------|----|
| 3. | General | 20 |
| a. | Safe | 5 |
| b. | Simple | 5 |
| c. | Durable | 5 |
| d. | Attractive | 5 |

TRAVEL COSTUME

| | | |
|----|--|----|
| 1. | Appropriateness | 20 |
| | (For kind of trip taken, i. e., train, automobile) | |
| 2. | Harmony of entire costume | 20 |
| 3. | Becomingness to wearer | 20 |
| 4. | Completeness of costume | 20 |
| | Accessories | |
| 5. | General appearance | 20 |
| | Condition of costume, personal hygiene, posture | |

SCHOOL AND AFTERNOON COSTUMES

| | | |
|----|---|----|
| 1. | General appearance | 15 |
| a. | Costume—neatness of finish, pressing and cleanliness | 7 |
| b. | Wearer—personal hygiene, condition of hair, nails, etc. | 8 |
| 2. | Style | 25 |
| a. | Posture of wearer | 9 |
| b. | Design of costume | 8 |
| c. | Fit of garment | 8 |
| 3. | Material | 20 |
| a. | Color, becomingness to wearer, suitability to purpose | 7 |
| b. | Design of material and trimming | 6 |
| c. | Wearing qualities, fastness of color, texture | 7 |
| 4. | Workmanship | 10 |
| 5. | Appropriateness | 10 |
| 6. | Accessories | 10 |
| 7. | Cost | 10 |

RECOGNITION

1. All entries scoring from 94 to 100 will be recognized in Class A of each respective group; all from 87 to 92 will be recognized in Class B of each respective group; and all from 80 to 87 will be recognized in Class C of each respective group.

2. An achievement certificate will be given to each school showing its total number of points and class recognition.

3. A recognition gift will be presented to the school in each group receiving the highest total number of points, based on the following Point Score Table:

| | |
|-----------------------------------|-----------|
| School Projects | 40 points |
| Home Economics Year Book | 20 |
| High School Girl's Wardrobe | 20 |

| | |
|--|------------|
| The family | 25 points |
| Child Care and Training | 15 |
| Home Care of the Sick | 10 |
| Home Management | 50 points |
| Personal Account Book | 15 |
| Personal Account Book and Budget | 15 |
| Home Project Report | 20 |
| Food | 45 points |
| Clothing | 40 points |
| Child's Play Dress and Bloomers | 5 |
| Boy's Wash Suit | 5 |
| Garment Repair | 5 |
| Travel Costume | 5 |
| School Costume | 10 |
| Afternoon Costume | 10 |
| Total | 200 points |

4. A recognition gift will be presented to the school in each group receiving the highest number of points in relation to the total number of points possible in the Entries entered, based on the above point score table. The minimum number of entries for this recognition is seven, including Entries Nos. 1 or 2, 3 or 4 or 5, 9 or 11, and 12.

THE TRIP TO THE STATE CONTEST

To the Winners in Local Contests:

It is an honor to have been chosen in the local contest to represent the best home economics work done in your school. You should not forget that you have an obligation to yourself, to those whom you represent, to your teachers, and to all home economics people to maintain high standards in appearance and in conduct, because these things are a part of your home economics training. People who do not know you have only two ways of judging you—by the way you dress and by the way you act.

In previous years many favorable comments were made on the good appearance and decorum of the girls coming to the Meet. Throughout the entire time do all in your power to prove, even to the casual observer, that home economics meets a real need in the life of the school girl—that it not only helps a girl to do things with her hands and learn facts, but, that it also helps her to acquire a sense of values and to grow into an attractive, well-mannered, and well-poised young woman.

IMPORTANT GENERAL INFORMATION

SOME PRINCIPLES OF CHILD CARE

Childhood has infinite possibilities and many delights. It also offers problems to those who try to see that the best

possibilities and highest developments are achieved. Principles and methods for meeting these problems involve much more discussion than is possible here although the problems are numerous and differ with individual children. The more usual ones are establishing good health habits such as sound and regular sleep, a good attitude toward food and regular eating habits, regular habits of elimination and good habits of play. There are problems also of breaking up habits that are detrimental to health, such as thumb-sucking. There are problems of guiding children to the best personality development and helping them to learn to co-operate, to share, to serve, to be self-reliant, and to control their emotions. On the other hand there are times when undesirable reactions such as shyness, fear, teasing, and dependence must be corrected.

Food should be:

1. Adequate for growth and health including:
 - a. Ample protein of the highest type
 - b. Sufficient vitamins
 - c. Sufficient minerals
 - d. Enough bulk
 - e. Correct amounts
2. Simple and wholesome, not rich or overseasoned
3. Well-cooked
4. Regularly served
5. Attractively served
6. Varied with new foods carefully introduced
7. Enjoyed by the children because the foregoing principles are followed and because of the attitude of adults present.

Clothing should be:

1. Correct in fit, neither bunglesome nor binding
2. Light in weight and suitable to the temperature and weather
3. Durable
4. Easily laundered and cared for
5. Simple enough for the child to learn to put on and take off
6. Attractive in color and design
7. Becoming
8. Appropriate to the child's activity

Furnishings should be:

1. Suitable for the child's age yet adaptable to his use for several years
2. Inducive to good habits
3. Inducive to self-reliance
4. Durable
5. Easily cleaned
6. Attractive

Play Materials should be:

1. Adequate for interesting, developmental play
2. Suitable for the child's age level
3. Inducive to a variety of play activities including:
 - a. Vigorous physical activity
 - b. An opportunity to construct and make things
 - c. Dramatic activity and imitation of adult life
 - d. Sensory activity
 - e. Mental activity
 - f. Individual play
 - g. Cooperative play
 - h. Restful play and play for an ill child
 - i. Outdoor and indoor play
4. Safe
5. Durable
6. Attractive

HOME ECONOMICS YEAR BOOK

The purposes of the year book are: First, to help develop the interest and responsibility of home economics departments of the Alabama high schools for sound publicity; second, to help develop a state-wide informational program for the benefit of citizens of Alabama regarding the program and activities of home economics in our state; third, to promote the continued growth of intelligent support of home economics throughout the state; fourth, to stimulate the home economics students and teachers to do increasingly better work as they gain the interest and support of their homes, schools, and communities.

PERSONAL ACCOUNTS AND BUDGETING

The record of personal accounts is to show how money has been handled by the individual. There should be a column for Income, in which allowances and money earned is set down.

Other columns should be headed, Clothing, Personal, Church and Gifts, Education, and Amusements. All expenditures for accessories to the wardrobe and all cleaning of clothing should come in the Clothing column. Materials for making personal garments in home economics are clothing expenditures. In the Personal column, cosmetics, tooth brushes and paste, shampoos and waves, stamps and stationery, etc., should be recorded. The Education column includes all school supplies and expenses. Amusement expenditures include all recreation, and extra food bought.

A budget is an estimate of the future use of money. It should be based on the set of accounts kept for the previous year.

HOME PROJECTS

The home project must meet a real need of the girl or her home. Excellent projects can be carried out by spending little if any money. The present financial depression gives an unusual opportunity for home economics classes through home projects to make practical application of their work by helping to have happy, successful homes even though many incomes have been lowered.

The girl, after consulting her mother and teacher, selects the job or jobs to be done. She should have a definite goal before starting work. The project should be related to the class work so that it will require use of what has been learned in class. In addition to using what has been learned in class the project should be planned so that there will be new learning. The project should be carried out under normal home conditions.

Plans for beginning the project are to be carefully worked out, listing separately the new things to learn and the things which are practice work only. The plan may be added to, as new points develop. A description of the home situation affecting the project should be included in the plan. As the project is carried out plans can be changed, if desirable, and reasons stated for the changes.

Help will be needed in solving the new problems. This may be obtained by reading or from people. A list should be kept of the references read and help received from people.

A record should be kept, as the work progresses, of each job done and the result of the job.

Each girl should make a final report of her work. This summary report should be her evaluation of her work—what she has learned, what she has accomplished in improving herself or her home or in ability to manage. Each girl should check up to see whether or not her goal has been accomplished. Pictures, drawings, comments of people, or other illustrations help to give a clear picture of the project.

MEAL SERVICE

Certain standards must be kept in mind in planning meals:

1. Meals should be nourishing. If each day you include the following foods or types of foods in the diet, you may feel satisfied that you are providing nourishing meals.

- a. One quart of milk for children. At least a pint for adults; this may be used as a beverage, and in soups, sauces and desserts. Buttermilk, powdered, evaporated, canned or sweetened condensed milk may be substituted for fresh milk.
- b. Two servings of fruit. A raw or citrus fruit or

fresh or canned tomatoes should be used at least three times a week. Cooked and dried fruits may be used all other times.

- c. Two servings of vegetables, besides potato, one of which should be raw or leafy.
- d. An egg.
- e. One serving of meat, fish, or a substitute such as an egg or cheese dish.
- f. Two servings of whole wheat bread, cornbread, or whole grain cereals such as oatmeal or shredded wheat.

These foods supply the necessary protein, minerals and vitamins. Additional calories to meet the daily need as judged by age, weight, and activity may be gotten from bread, butter, desserts, dried peas and beans, grits, or any other desired foods.

A serving of fruit or vegetable is considered equivalent to $\frac{1}{2}$ cupful.

2. Meal preparation must be simple from the standpoint of economy of time, labor, and equipment.
3. Meals must be easy to serve and give pleasure to the family group in the way they are served.

Emphasis will be placed on proper costume and laboratory standards.

HOME CARE OF THE SICK

The sick room should be quiet, near the bathroom and well removed from cooking odors. Good ventilation is essential. All of the furnishings should be easy to clean. Necessary furniture includes the bed, a small table to stand by the head of the bed, a dresser, two chairs and a wall thermometer. Flowers add color, variety and interest.

The sick room should be kept thoroughly clean at all times without stirring up dust. Oil mops, dustless dust cloths, damp cloths, and covers for brooms help to accomplish this. The sick room should be orderly as well as clean. Food and medicine should be kept in proper places. All used dishes, soiled linens, etc., should be removed at once. Every necessary article should be kept in its place and unnecessary ones removed.

The attendant should wear a neat, clean, washable dress. She should be able to use simple devices which make the patient more comfortable; to change bed linen with the patient in bed; bathe patient; take temperature, pulse and respiration; plan menus and feed patient; make poultices, give medicine, and other procedure needed in carrying out the doctor's directions.

The attendant should be able to meet minor emergencies in the home such as treating burns, cuts, sprains, bruises. This will involve a knowledge of simple bandaging.

CLOTHING SELECTION AND CONSTRUCTION

The desire for style is an important factor in modern dress and is one of the reasons why people often prefer to buy their clothing. Bought clothing may also be desirable because of lack of time or the low cost of some types of mass production. Every home economics student should consider these points when starting to construct a garment and should strive to make any garment that she constructs superior to one she could buy at a similar cost. To do this attention must be paid to the following factors of dress:

1. **Design.** The dress design must be suitable for its use and the material, not plain enough to be monotonous nor so elaborate as to cause confusion. It should be becoming to the wearer, emphasizing her best points.

2. **Fit.** In order to have style a dress must fit well. The seams must be correctly placed. The amount of fullness allowed must be comfortable and agree with the fashion silhouette. Particular attention should be given to the fitting of sleeves. If the cap is too short (a common fault of commercial patterns) it can be corrected by cutting the sleeves of the dress out under the arm, thus deepening the cap, or by altering the depth of the cap on the pattern before cutting out the dress.

3. **Workmanship.** No garment has real style when the workmanship is poor or unsuitable. Avoid the use of too coarse thread for machine stitching. A mixture of decorative hand and machine sewing showing on one garment is usually undesirable. Seams and stitching should be kept as inconspicuous as possible unless used for decoration. A hem put in with a slip stitch is better than one hemmed with close slant hemming or by machine. The size and kind of seams used should be determined by the weight and weave of the material. Over casting or double stitching is a suitable armseye finish for most wash dresses. Buttons are more suitable than snap-fasteners for garments that need frequent washings. Fasteners should be sewed on securely with a single thread. No loose threads and no knots should show. Biases should be evenly cut and well joined. Care should be taken not to soil and muss garments in working on them. Pressing of seams, edges, etc., is a great aid during construction.

4. **Selection of Materials.** Material should be selected to suit the design and purpose of the garment and to be becoming to the wearer. For garments that receive hard usage and frequent laundering durable cotton or linen materials of fast color and low degree of shrinkage are best. Suitable materials for the school dress and the kitchen costume include Indian head, prints, gingham, and percale.

For afternoon dresses where daintiness is a characteristic sheerer materials may be chosen, such as voile, organdy, lawn, dimity, and dotted swiss.

The design of the material should cover the surface quietly and evenly, without giving a spotted effect when seen from a short distance. Large figured material should be avoided by the very large or the very small person. Plaids, vivid colors and glossy finishes, tend to make a person look larger and conspicuous.

Trimmings should harmonize with the type of costume and the material used. For school dresses, piping, binding, smocking, cross stitching, trimming in contrasting material, etc., may be used attractively. For more sheer material draped effects sherrings or, in a few cases, lace may be used. Avoid spotted effects in trimming or too much decoration. Avoid buying cheap-looking, tawdry, or imitation materials. It is better taste and economy in the end to buy good things.

5. Accessories. Accessories may play a double part in a costume, being both useful and decorative. They include hats, shoes, hose, gloves, flowers, belts, ties, handkerchiefs, purses, jewelry, handbags, and umbrellas. It has been said that all art begins in need—hence we may avoid some pitfalls by first determining whether or not an article is necessary, that is, whether the costume would appear incomplete without it or be spoiled by such additions. Therefore, accessories should be well chosen and carefully used.

6. Shoes and hose. Shoes and hose should be serviceable and good in design. Novelty designs and strong color contrasts between them and the dress attract undue attention to the feet.

Shoes should fit the foot correctly, being long enough, snug around the heel, and fitted under the arch with the first joint of the big toe directly over the out curve of the sole.

The type of shoe should harmonize with the type of costume and be suitable to the amount of standing or walking to be done. Shoes used for school, house work or walking should have a flexible shank, a straight inner line and low broad heels. Oxfords give better support than pumps or strap shoes. For occasional use dress shoes may be worn.

Shoes should always be well cared for—polished, and with no run-down heels or turned up toes.

7. Undergarments. Undergarments are the foundation for the dress and should never be conspicuous, either by their absence or presence. Therefore, bright colors, colored ribbons, edgings, and elaborately trimmed under-

garments should be avoided. The design for the top of the undergarment should conform to the shape of the neck line of the dress, especially if the dress is of sheer material.

8. **Cost.** Style depends upon a wise selection and combination of attractive and suitable articles of dress and not necessarily upon quantity nor actual cost. The cost should always be considered in relation to the girl's fair share of the family income. By wise planning and spending attractive clothes may be had for a very small expenditure.

9. **Physical appearance and grooming.** To look well dressed a person must be immaculately groomed. Good posture and good health with about average weight, helps one to have a distinctive appearance. Clothing should permit freedom of movement. If it is too tight it binds and looks uncomfortable and makes the person appear too large for the garment.

ENROLLMENT BLANK FOR SCHOOLS FOR THE STATE HOME ECONOMICS MEET FOR HIGH SCHOOL GIRLS

Fill out and send as soon as possible to Mr. M. L. Orr, General Chairman, Montevallo, Alabama.

No enrollment may be made after March 22, 1933.

Upon receipt of this sheet each school will be given its school number and grouping.

Name of school

Place

Name of teacher

Address of teacher

Training of teacher

Home Economics Certificate (special, special professional)

Total enrolled in grades 9-12

Number of years home economics is taught (grades 9-12)

Number of girls enrolled in home economics:

Grade 9

Grade 10

Grade 11

Grade 12

Courses used in home economics (special or state)

Entries to be entered (give entry numbers)

Number of girls coming to the Home Economics Meet

Are you coming with your girls?

If not, give name of chaperone

Remarks:

